**Field Experience Journal Theme 4**

On Monday, 11/28/2011, we taught the textbook’s chapter 5 review lesson to the 4th period American Studies class for the 9th Grade Academy. This chapter focuses on the events leading up to the American Revolution, including the French and Indian War, the Sugar Act, the Stamp Act, the Boston Massacre, the Boston Tea Party, Lexington and Concord, and the First and Second Continental Congresses. Ms. Pat Smith was the substitute teacher present.

We had the class open to p. 163 and went over the review and spider diagram questions as a class, asking the students questions and guiding them toward the correct answers. Several students were talking and not paying attention. We eventually got the class back under control and finished p. 163. We then instructed them to work on the review questions on p. 164 (1-9, 13&14) and p. 165 (1-3) with a partner. We walked around the class helping students find the answers. We tried to keep the students quiet and on task. 4th hour was louder than 3rd hour again. There were several problem groups, and it became disruptive to other students. We separated groups and only allowed students to talk with their partner. We took one group’s partner privileges away until they got to question 5. Despite being told that their notebooks would be collected the following day, several students did not take the assignment seriously and made very little progress.

Mr. Fuller informed me today that this lesson was not something he would usually have students do and only assigned it because he was absent. It was book work and not engaging for the students, so I would not use it in the future. Fuller collecting the assignment could be a formative assessment prior to testing. Monitoring student participation in the class discussion was also a type of formative assessment.